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ABSTRACT

The facilitator's manual outlines a four hour training session on the implications and implementation of P.L. 94-142, the Education for All Handicapped Children Act. Allotted times are noted for various workshop activities which cover such topics as due process. Appendixes, which make up most of the manual include transparancies, a pretest, due process transparencies, and Teams-Games-Tournaments materials. (SB)

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A WORKSHOP ON PUBLIC LAW 94-142

FACILITATOR'S MANUAL

Developed By

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VERL O. CAZIER, EXECUTIVE SECRETARY

This workshop is intended to be a basic overview of Public Law 94-142. Its primary clientele focus is intended to be classroom teachers who have no background in the Law.

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PUBLIC LAW 94-142

FACILITATORS MANUAL

Materials Needed

1. Participant Manual
2. Pretest Handout
3. Filmstrip Projector
4. Overhead Projector
5. Transparencies (1-10)
6. CEC Filmstrip Series
7. Due Process Video Tape

Appendices

Appendix A	Transparencies
Appendix B	Pretest
Appendix C	Due Process Transparencies
Appendix D	TGT Materials

Overview of Workshop

INTRODUCTION
PRETEST
OBJECTIVES
INTRODUCTION TO THE LAW
FULL SERVICES FOR HANDICAPPED CHILDREN
TGT ACTIVITY
ROLE GROUP RESPONSIBLITIES
BASIC CONCEPTS OF PUBLIC LAW 94-142
PUBLIC LAW 94-142 WORKS FOR CHILDREN
DUE PROCESS
HOW TO LOOK AT YOUR STATE'S PLAN

FACILITATORS' MANUAL FOR WORKSHOP
ON PUBLIC LAW 94-142

3 min. Introduction

Say: "Congress established through Public Law 94-142 a nation-wide policy of full services for the handicapped. The Act contains three sections that reflect the intent of Congress for "The Education of All Handicapped." They are (1) rights, (2) protections, and (3) funds to implement special education services.

The states are required to develop a "State Plan." In order for the State Education Agency/Department (SEA) to complete a State Plan, it is necessary that they first receive the information from the Local Education Agencies/Districts (LEA) and as applicable the Intermediate or Consolidated district. In the case of an Intermediate, they can supply the SEA with all information from the local school districts involved.

This workshop is not designed to deal with the third portion of the law (funding). Instead, it is the purpose of the workshop to attain the following objectives:

At the conclusion of a four-hour training session, the participants will:

1. become aware of Public Law 94-142 and its implications.

2. be presented with frameworks to be utilized when planning for and implementing Public Law 94-142.

3. practice generating strategies and procedures which help to facilitate implementation of Public Law 94-142.

At this time, each participant will be given the Pretest to demonstrate his knowledge of Public Law 94-142. It is hoped that the Pretest will emphasize to the participant the need for a better understanding of Public Law 94-142."

10 min. Pretest
Pass out pretests and allow time to complete.

5 min. Hand out workbooks/Check your own pretest.

40 min. Introduction to the Law

Say: "The following filmstrip developed by the Council for Exceptional Children (CEC) will give us an introduction to the law."

Filmstrip - about 25 minutes long. (Be familiar with the filmstrip and able to give an introduction that will help participants focus on the highlights of the law presented in this filmstrip.)

Discussion Question (small group or large) (Transparency #2)

a. How does the law affect you?
b. How does the law affect your school?
c. Does the filmstrip surprise you? If so, why?

10 min. Full Services for Handicapped Children (Transparency #3)

Say: "In your study guides is an article entitled "Full Services for Handicapped Children." Please turn to this article and read it carefully. There are five pages of reading. This happens to be Montana's full services model, so view it only as an example. Think of your school and see if you can see ways your school is trying to comply. Think of ways you might implement the program. Jot down problem areas, questions, etc."

25 min. TGT Activity

Say: "In order to try to make a study of facts a little bit of fun instead of a dry, bad experience, we are going to initiate a little game to speed up the process, get some movement going, and liven up the workshop." (Transparency #4)

Introduce the rules for TGT, divide up the participants, and start the game. Run the first tournament. (Rules and directions in Appendix A.)

15 min. GOOD PLACE TO TAKE A BREAK

30 min. Role Group Responsibility Activity

Say: "Please go back into your groups for a group activity." (Transparency #5)

1. Assign group members with representatives of various roles involved in the responsiblities for special educatic .: (a) State Department (b) Principal (c) Teacher (d) Parent (Others--Supervisors, Special Education Teachers, P.T.A. President, etc.).

2. Read through "Responsiblities for Special Education" in your study guide, either as a group or in the individual area of your role (decide in your group).

3. Read the "Case Study."

4. Role play your individual assignments in light of the case study and see what kind of problems occur. Really get into the "It is my responsibility to . . . ." part of your role group.

Have a general discussion of the kind of things that occurred in the various groups. (This may not be appropriate for some groups, and, if so, just go on to the next activity.)

25 min. Basic Concepts of Public Law 94-142 Activity

Say: "It is time to get into the 'nitty-gritty' of the basics of P.L. 94-142. You have been provided with 43 basic concepts in your study guide. Let's go back to out game format and study these concepts in Teams in preparation for another tournament."

Review the rules on overhead. (Leave up for them to refer to.)

Go through the tournament.

You may want to regroup and study and do another tournament (optional).

35 min. Filmstrip #III (Title) "Public Law 94-142 Works for Children"

Say: "The following filmstrip shows how Public Law 94-142 makes a difference in the lives of handicapped children and their families. It provides information to parents and advocates about the educational services and safeguards guaranteed by the act."

Discussion is open.

30 min. Due Process

Go over "Due Process" flow chart for an idea of how it works. (A transparency might work well here.)

Video Tape--Primary purpose of this presentation is to identify the breakdowns in due process.

Show each part separately; identify place in process. Discuss alternatives: what should happen? etc., etc., (Transparencies #7, #8, #9, and #10). Overhead on due process could illustrate blockages depicted in the Video Tape.

15 min. How to Look at Your State's Plan

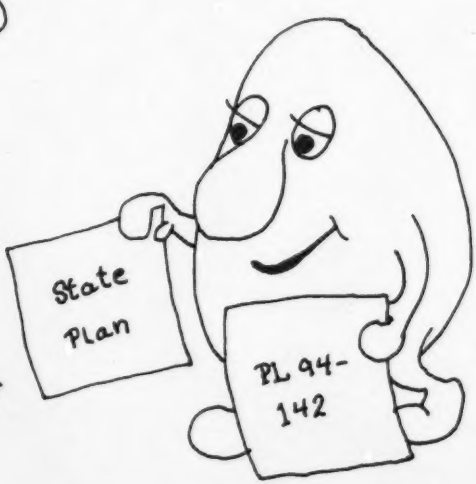
This part of the workshop is designed to allow the participants some time to work on their own. The instructor/facilitator may decide at this time whether to bring about closure through designing a State Educational Plan in groups, as a class, or by assigning a paper to be written within the next week. It could be as follows:

> Write a paper that tells (1) How your state plan meets the full services model and how/where it does not, (2) How your local school meets the full services model and how it does not.

APPENDIX
A

AWARENESS

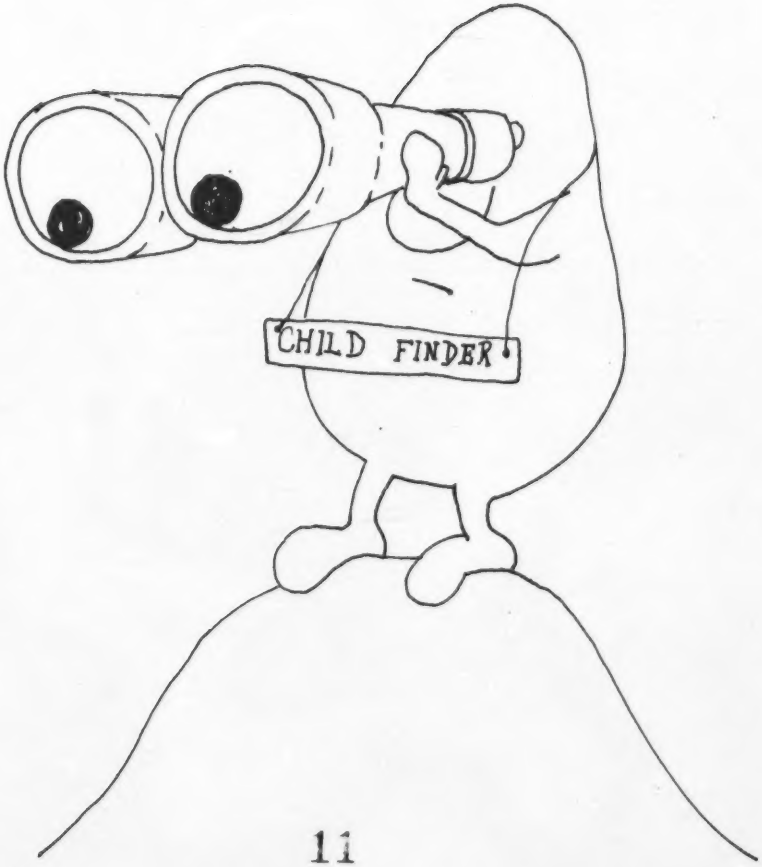
PLANNING
AND
IMPLEMENTATION



PRACTICE

PROCEDURES

Transparency #2



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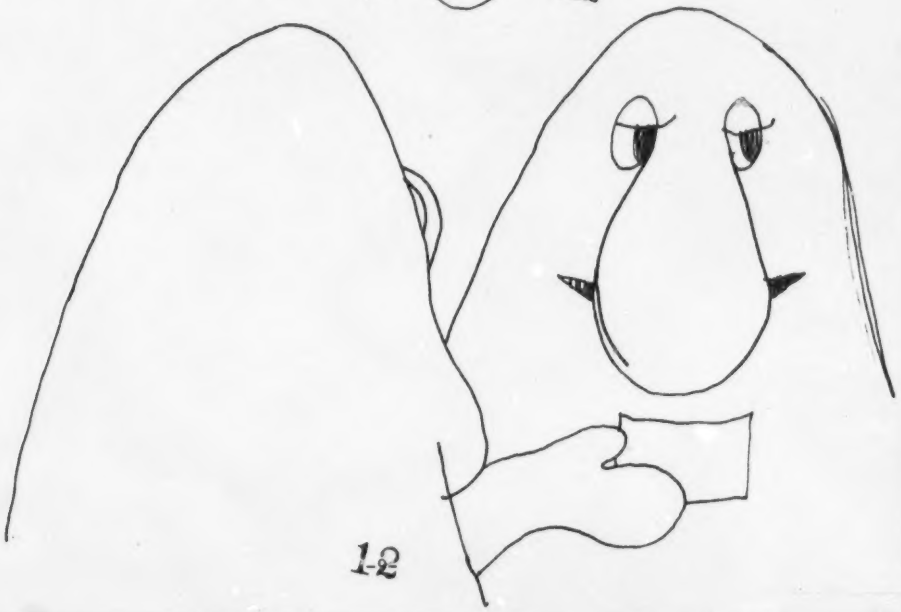
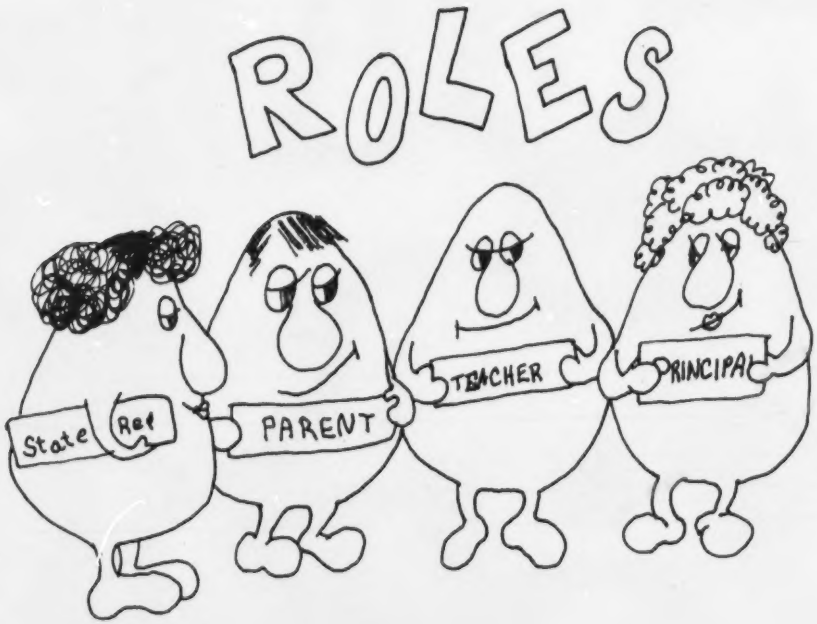
TGT





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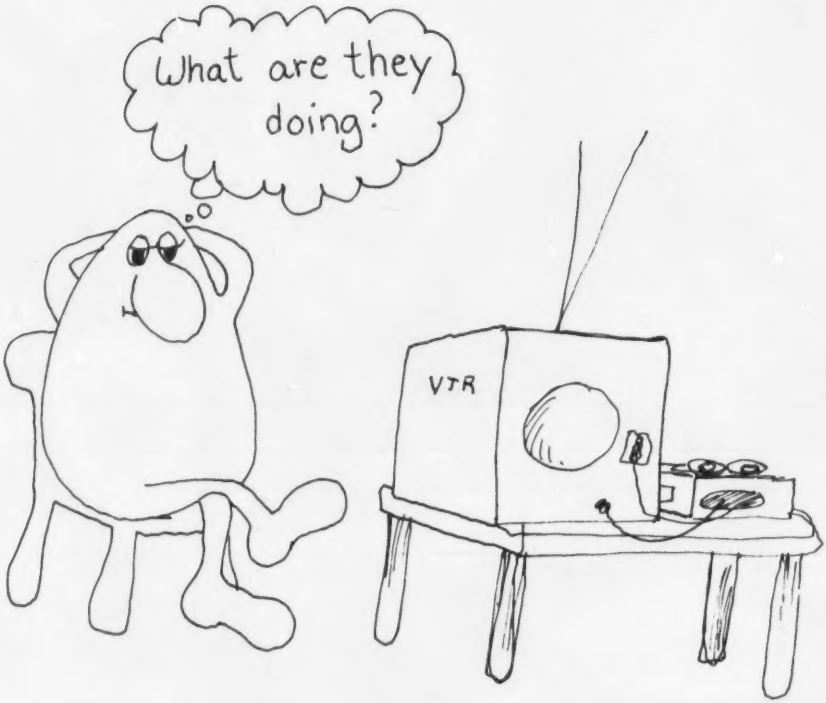
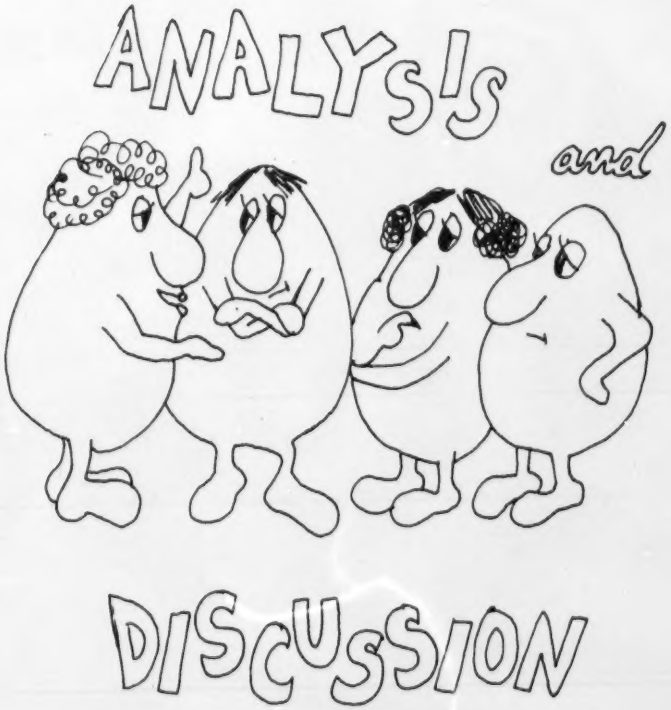
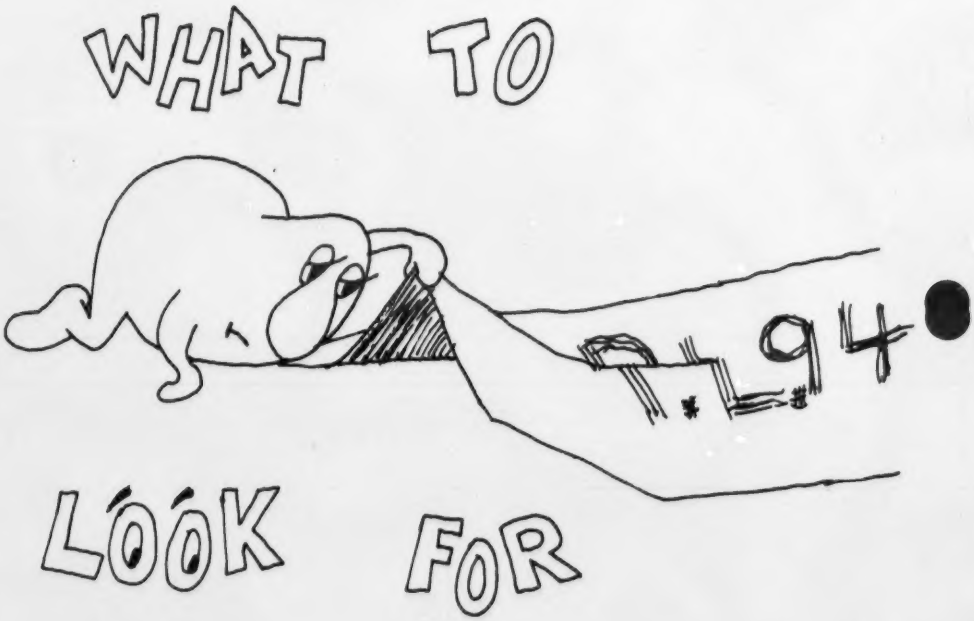

What are they doing?
VTR

WHAT SHOULD
HAPPEN ?


ANALYSIS
and
DISCUSSION



17

THINGS
DONE
WRONG

APPENDIX
B

PRE-TEST FOR PUBLIC LAW 94-142

The following true-false, multiple choice items will give an indication of basic knowledge about Public Law 94-142.

TRUE - FALSE

1. Title VI-B (Special Education Program) funds are automatically allocated to LEA's by the State Education Agency via 'flow-through' funding. ____

2. Each LEA will have policies and procedures to protect the confidentiality of any personally identifiable information. ____

3. Each LEA's priority for providing a free, appropriate public education to all handicapped children will be the handicapped who are receiving an inadequate education. ____

4. Each LEA may provide and administer tests and other evaluation material in a child's native language or mode of communication. ____

5. Each LEA will assure that evaluation materials are properly validated for the purpose for which the recipient proposes to use them. ____

6. One good evaluation instrument is an acceptable criterion for placement. ____

7. Each handicapped child is entitled to placement in the Least Restrictive Environment. ____

MULTIPLE CHOICE

8. The LEA will be responsible for initiating and conducting individualized planning conferences involving: ____

   a) An LEA representative
   b) A child's teacher(s)
   c) Parent and child (when appropriate)
   d) All of the above

9. An individualized planning conference may be held without the parent: ____

   a) If the parent does not show up
   b) If contact has been attempted or waived
   c) If the parent does not speak English
   d) All of the above

10. An Individualized Education Program (IEP) is: ____

a) A specific statement of each handicapped child's annual educational program
b) A program which is a general statement of goals and objectives for handicapped children
c) A program for only those children who are in need of basic skills
d) All of the above

11. An Individualized Education Program (IEP): ____

a) Is desirable but not necessary
b) Is required for each child in school
c) Is required for each handicapped child
d) Is desirable for each handicapped child

12. An individualized planning conference to develop or revise an IEP must be: ____

a) Conducted not less than annually and as necessary
b) Conducted every grading period
c) Conducted for all children in school
d) All of the above

13. A surrogate parent is: ____

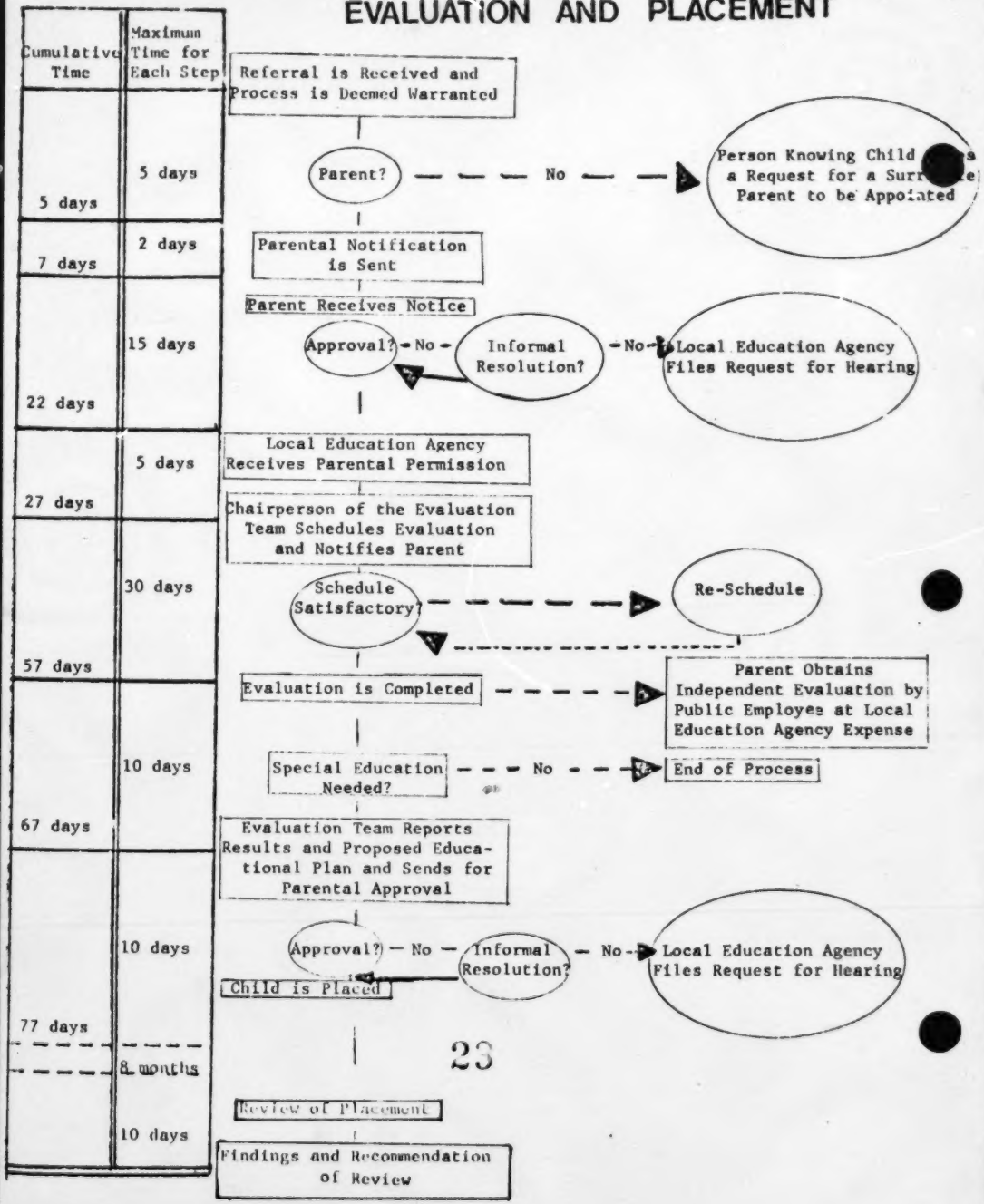
a) The child's natural parent
b) The child's representative if parents are not known or unavailable
c) The child's representative from the LEA or SEA/ State Education Agency.
d) All of the Above

14. The LEA will assure that due process protection will be provided: ____

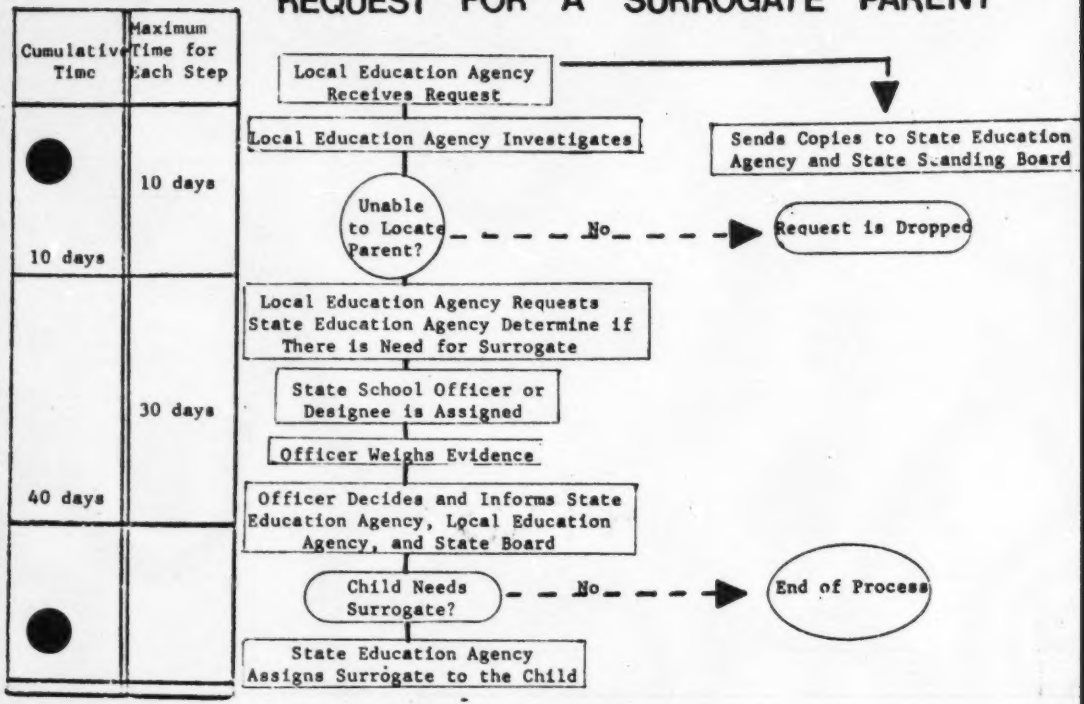
a) When any alteration of a handicapped child's educational status is initiated or revised
b) By statute, regulation or written policy of the SEA/State Education Agency
c) Through objective hearing proceedings
d) All of the above

APPENDIX
C

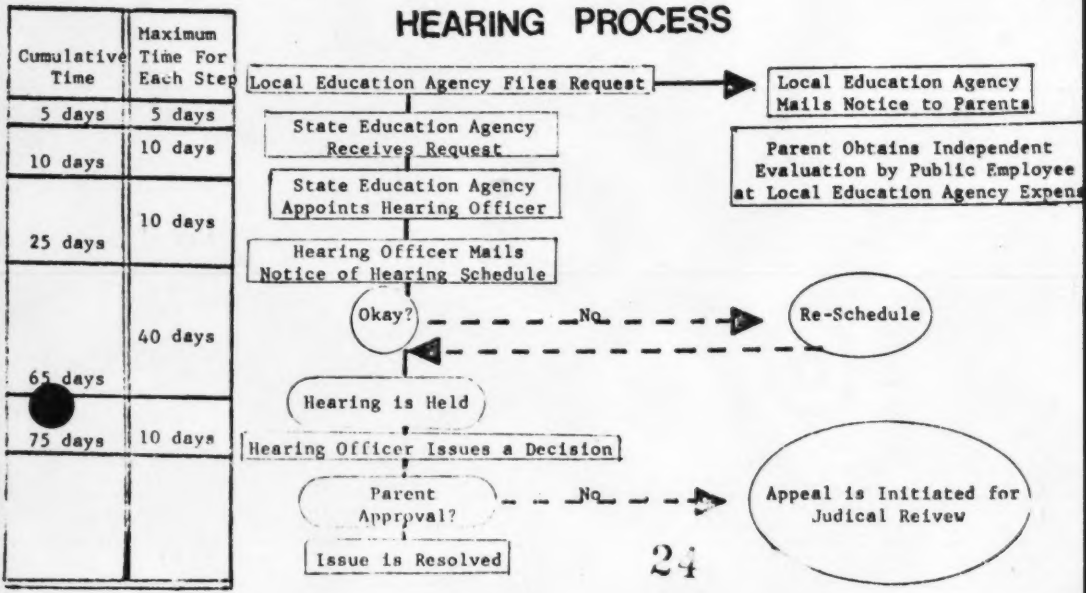
EVALUATION AND PLACEMENT



REQUEST FOR A SURROGATE PARENT


Cumulative Time
Maximum Time for Each Step
10 days
10 days
30 days
40 days
Local Education Agency Receives Request
Local Education Agency Investigates
Sends Copies to State Education Agency and State Standing Board
Unable to Locate Parent?
No
Request is Dropped
Local Education Agency Requests State Education Agency Determine if There is Need for Surrogate
State School Officer or Designee is Assigned
Officer Weighs Evidence
Officer Decides and Informs State Education Agency, Local Education Agency, and State Board
Child Needs Surrogate?
No
End of Process
State Education Agency Assigns Surrogate to the Child

HEARING PROCESS



24

APPENDIX
D

TEAMS, GAMES, TOURNAMENT - AN ADAPTATION

This section on gaming activity is adapted from TGT materials designed for classroom use by the Center for Creative Leadership, P.O. Box P-1, Greensboro, NC 27402. TGT has proven itself as an outstanding tool to assimilate cognitive material. The following is a description of how the technique will work in this workshop. TGT capitalizes on the cooperative aspects of small groups, the motivational nature of instructional games, the competitive spirit of tournaments, and students' familiarity with all of these. TGT is at home in any kind of physical classroom structure, and it is easy to implement.

1. TEAMS: Participants are assigned to teams, each of which consists of four members. Membership on the teams should remain as intact as possible. Teammates will assist each other in relevant academic tasks (peer tutoring).

2. GAMES: Two games have been prepared for Public Law 94-142 to deal with specific things one should know about the law.

3. TOURNAMENTS: Two tournaments are planned during the workshop to demonstrate the learning technique built into the TGT format. More tournaments can be built in if the facilitator desires.

TGT RULES OF PLAY (also on an overhead transparency)

Materials: Deck of cards for each table. Cards are numbered to exact number as questions on study sheet.

Study sheets for each member. Sheets contain a complete list of numbered questions with an answer sheet attached on the back.

Answer sheets attached to study sheets.

Allow Teams 10 minutes to peer tutor each other, then assign one member to each game table where three (3) will compete in tournament fashion.

1. To start the game, shuffle the deck of numbered cards and place it face down on the table. Decide who will be Player No. 1. Play proceeds in a clockwise direction from Player No. 1.

2. Each player, in turn, takes the top card from the deck, read the question aloud from the corresponding number on his study sheet and does either (a) or (b) below:

(a) States that he/she does not know the answer and asks if another player wants to give an answer. If no one answers, the card is placed on the bottom of the deck. If another player gives an answer, he/she follows the procedure described under alternative (b).

(b) Answers the question immediately and asks if anyone wants to challenge the answer. The player to the right of the person giving the answer has the right to challenge first. If he/she passes, the next player to the right can challenge.

3. When there is no challenge, another player checks the answer (generally the player on the left of the person answering the question).

   (a) If the answer is correct, the player keeps the card.

   (b) If the answer is wrong, the player puts the card on the bottom of the deck.

4. When there is a challenge and the challenger decides not to give an answer:

   (a) If the original answer was wrong, the player must place the card on the bottom of the deck.

   (b) If the original answer was correct, the player keeps the card. The challenger must give up one that he/she has already won, if any, and place it on the bottom of the deck.

5. When there is a challenge and the challenger gives an answer:

   (a) If the answer is correct, the challenger receives the card.

   (b) If the challenger is incorrect, and the original answer is correct, the challenger must give up one of his/her card, if any, and place it on the bottom of the deck.

   (c) If both the challenger's answer and the original answer are wrong, only the card in play is placed on the bottom of the deck.

6. The game ends when there are no more cards in the deck. Each player counts up the number of cards he/she has and records this number as the score on the Game Score Sheet. The player with the most cards is the winner. (See enclosed score sheets to record tournament scores to take back to team)

TEAM SUMMARY SHEET

Team Name _____

TEAM MEMBERS	Tournament Points Date			FINAL POINTS
TOTALS				

Points rec'd this round / Total Points to Date

TGT TOURNAMENT SCORING RULES

For a Three-Player Game

Player	If No Ties	If Tie For Top Score	If Tie For Low Score	If Three Way Tie
Top Scorer	6 points	5	6	4
Middle Scorer	4 points	5	3	4
Low Scorer	2 points	2	3	4

For a Two-Player Game

Player	If No Ties	If Tied
Top Scorer	6 points	4
Low Scorer	2 points	4

For a Four-Player Game

Player	If No Ties	Tie For Top	Tie For Middle	Tie For Low	3-Way Tie For Top	3-Way Tie For Low	4-Way Tie	Tie For High & Low
Top Scorer	6 points	5	6	6	5	6	4	5
High Middle Scorer	4 points	5	4	4	5	3	4	5
Low Middle Scorer	3 points	3	4	3	5	3	4	3
Low Scorer	2 points	2	2	3	2	3	4	3

GAME SCORE SHEET

Date _____ Class _____

Tournament Table # _____ Round # _____

PLAYERS		SCORES					
Names	Team	Game 1	Game 2	Game 3	Game 4	Game 5	DAY'S TOTAL
1.							
2.							
3.							
4.							
5.							